Next Steps in Crisis Management Planning for Schools:
Ensuring Seamless Recovery and Reunification Procedures

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SCHOOL
SECURITY
ROUNDTABLE

SSR

safe and sound
SCHOOLS

Psychological Recovery

Module 4

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SAFE and SOUND SCHOOLS

Impact of Trauma

- Childhood trauma is among the most relevant & significant psychosocial factors affecting education today (Blaustein, 2013).

- Traumatized students are often focused on survival, which hampers their ability to learn, socialize, and develop the skills needed to thrive (Cowan & Rossen, 2013)

- Significantly lower test scores on standardized tests & more likely to need individualized educational plans (IEP).

  - 8.6% of students without an IEP had traumatic stress vs. 23.4% with an IEP (Goodman, Miller, & West-Olatunji, 2011)

Impact of Trauma

Adverse Childhood Experiences:

- Higher rates:
  - drop out
  - suspension and expulsion
  - lower academic achievement
- As adults, increased risk health and mental health problems (e.g., heart dis-ease, diabetes, liver disease, obesity, substance abuse, depression, & suicide)

Trauma exposure:

- Leads to lasting changes in brain structure (e.g., reduced overall size and underdeveloped cortex) and function (e.g., irritability, excitability, & impulsivity)
- Overproduction of the hormones adrenaline and cortisol
  - Can impede normal development, cognition, memory, and learning
  - Suspend higher-order skills needed for learning, getting along with others, and succeeding in school.

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Impact of Trauma

- **Behavioral**
  - self-regulation
  - attention
  - emotions – act out or withdraw; depression, anxiety
  - behavior
- **Social and Personal**
  - development of language and communication skills
  - difficulties processing social skills
  - establishment of a coherent sense of self
  - trust

- **Academic**
  - attendance
  - comprehension
  - organization and memory
  - ability to produce work
  - engagement in learning
  - attend to classroom tasks and instructions
  - grasp of cause-and-effect relationships

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Crisis Consequences: Mental Health

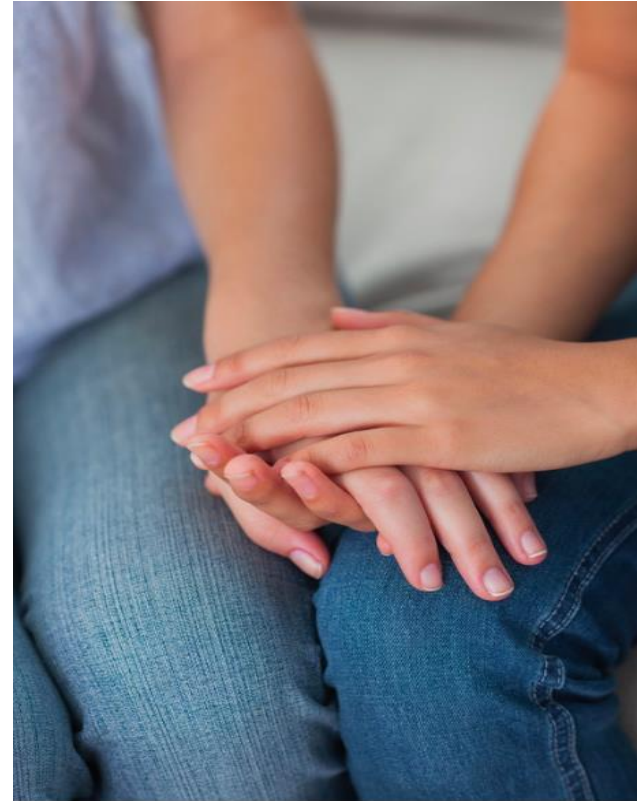© Yuri Arcurs | Dreamstime.com

Mental Illness

- Anxiety disorders

- Substance-related disorders

- Dissociative disorders

- Mood disorders

- Disorders of infancy, childhood, or adolescence

- Sleep disorders

- Adjustment disorders

Note. Brock & Jimerson (2004); Cohen et al. (2010).
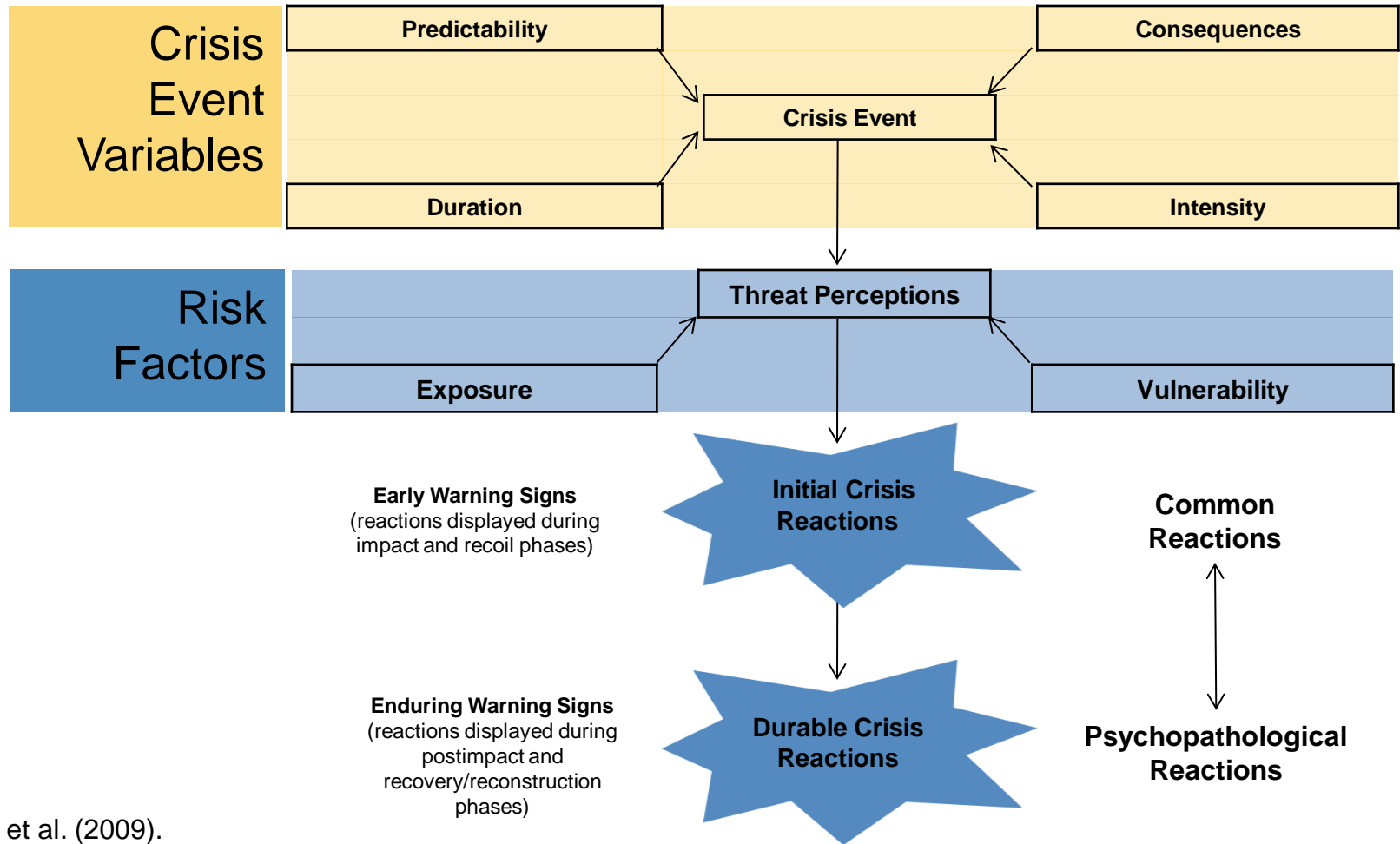
Functional Annex: Recovery Annex

Recovery Begins with Reunification

- Physical

- Psychological & emotional

- Academic

- Fiscal

- Community

USDOE (2013)

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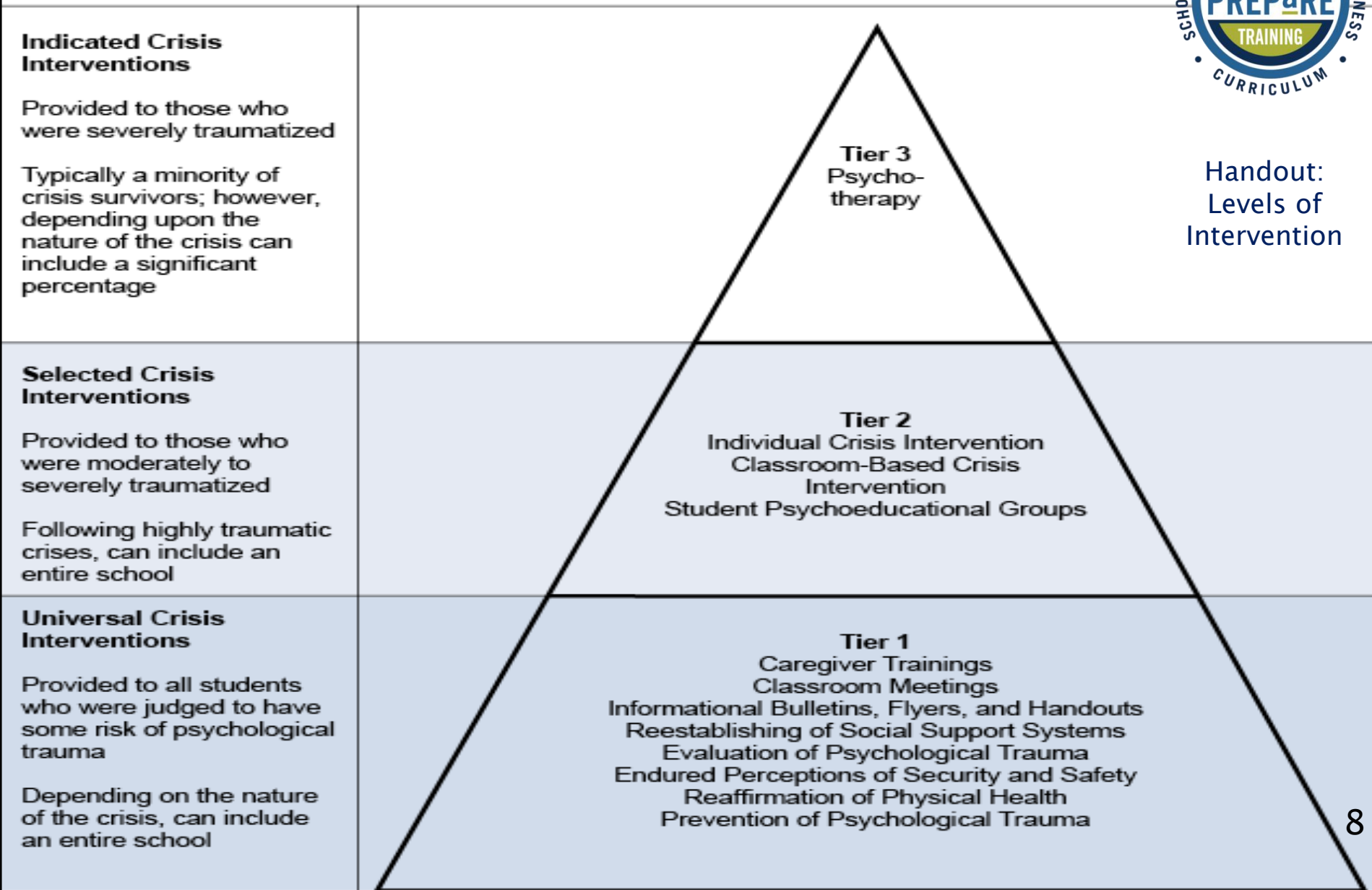ROUNDTABLE

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Evaluate Psychological Trauma

Crisis Event Variables

Predictability		Consequences
	Crisis Event	
Duration		Intensity

Risk Factors

Threat Perceptions

Exposure		Vulnerability

Early Warning Signs
(reactions displayed during impact and recoil phases)

Initial Crisis Reactions

Common Reactions

Enduring Warning Signs
(reactions displayed during postimpact and recovery/reconstruction phases)

Durable Crisis Reactions

Psychopathological Reactions

Note. Brock et al. (2009).

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Levels of School Crisis interventions

Indicated Crisis Interventions

Provided to those who were severely traumatized

Typically a minority of crisis survivors; however, depending upon the nature of the crisis can include a significant percentage

Selected Crisis Interventions

Provided to those who were moderately to severely traumatized

Following highly traumatic crises, can include an entire school

Universal Crisis Interventions

Provided to all students who were judged to have some risk of psychological trauma

Depending on the nature of the crisis, can include an entire school

Tier 3
Psycho-
therapy

Tier 2
Individual Crisis Intervention
Classroom-Based Crisis
Intervention
Student Psychoeducational Groups

Tier 1
Caregiver Trainings
Classroom Meetings
Informational Bulletins, Flyers, and Handouts
Reestablishing of Social Support Systems
Evaluation of Psychological Trauma
Endured Perceptions of Security and Safety
Reaffirmation of Physical Health
Prevention of Psychological Trauma

Handout: Levels of Intervention

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Supports During Reunification Process

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ROUNDTABLE

Re-Establish Social Support Systems

Specific Techniques

- Reunite students with their caregivers

- Reunite students with their close friends, teachers, and classmates

- Return to familiar school environments and routines

- Facilitate community connections

- Empower with caregiving/recovery knowledge

Brock & Jimerson (2004b), Klingman (2001), Vernberg et al. (1996); PREPaRE NASP (2011)

Psycho-Education

Caregiver Training

Goals:

1. Potential crisis reactions are identified and normalized
2. Stress management strategies are identified and/or taught
3. Specific helpful reactions (i.e., empathetic reactions) to children's traumatic stress are identified
4. Crisis facts are understood and rumors are dispelled
5. Psychopathological crisis reactions and coping strategies are discussed and referral procedures identified

PREPaRE 2011 - NASP

Psycho-Education

Caregiver Training

Elements:

- *Introduce* caregivers to the training
- Provide crisis *facts*
- *Prepare caregivers* for the reactions that may follow crisis exposure
- *Review techniques* for responding to children's crisis reactions

Psychological Interventions

Individual Crisis Intervention (ICI)

- Goal
  - Re-establish immediate coping
- Subgoals
  - Ensure safety
  - Provide support (physical and emotional comfort) and reduce distress
  - Identify crisis related problems
  - Support adaptive coping and begin the problem solving process
  - Assess trauma risk and link to helping resources

PREP<u>a</u>RE 2011 - NASP

Psychological Interventions

Individual Crisis Intervention (ICI)

Elements

- *Establish Rapport*: Make psychological contact with the person in crisis

- *Identify and Prioritize Crisis Problems*: Identify the most immediate concerns

- *Address Crisis Problems*: Identify possible solutions and take some action

- *Review Progress*: Ensure the individual is moving toward adaptive crisis resolution

Supports to Facilitate School Community Recovery

Psycho-Education

Always focus on reestablishing social supports

Empowering crisis survivors and caregivers with knowledge to help children/students

Specific Types of Psycho-Education:

1. Dissemination of Information

2. Classroom Meetings

3. Student Psycho-educational Group

4. Caregiver Trainings

Brock & Jimerson 2004; PREPaRE–NASP (2011), USDOE (2013)

Psychological Interventions

Immediate Crisis Interventions

- Group /Classroom-based
- Individual

*actively exploring/processing the crisis event

* must be led by mental health professional

Long Term Psychotherapeutic Treatment Interventions

PFA: Psychological First Aid

Psychological First Aid for Schools is an evidence-informed approach for assisting children, adolescents, adults, and families in the aftermath of a school crisis, disaster, or terrorism event.

The Core Actions

- Contact and Engagement
- Safety and Comfort
- Stabilization
- Information Gathering: Current Needs and Concerns
- Practical Assistance
- Connection with Social Supports
- Information on Coping
- Linkage with Collaborative Services
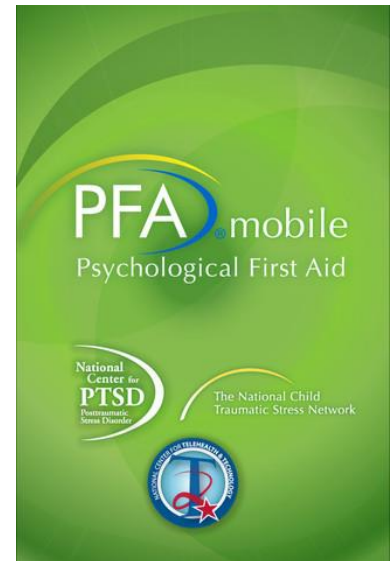
*Free Online Course
Field Operations Guide, at http://www.nctsn.org/content/psychological-first-aid-schoolspfa

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Trauma Informed School

1. A shared understanding among staff

2. The school supports all children to feel safe physically, socially, emotionally, and academically

3. The school addresses students needs in holistic ways, taking into account their relationships, self-regulation, academic competence, and physical and emotional well-being

4. The school explicitly connects students to the school community and provides multiple opportunities to practice newly developing skills

5. The school embraces teamwork and staff share responsibility for all students

6. Leadership and staff anticipate and adapt to the ever-changing needs of students

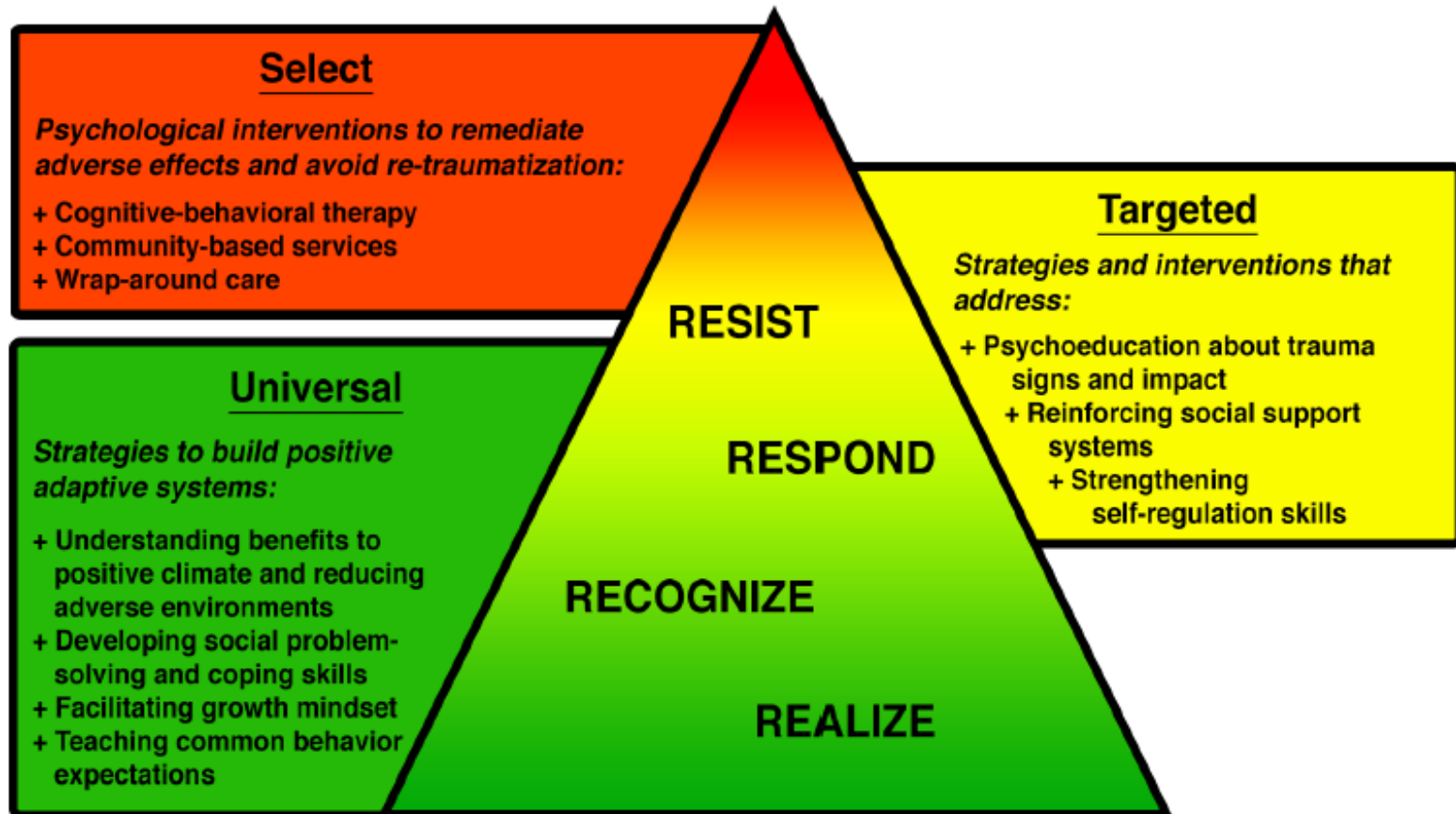http://traumasensitiveschools.org/trauma-and-learning/the-problem-impact/

Creating Trauma Informed Schools
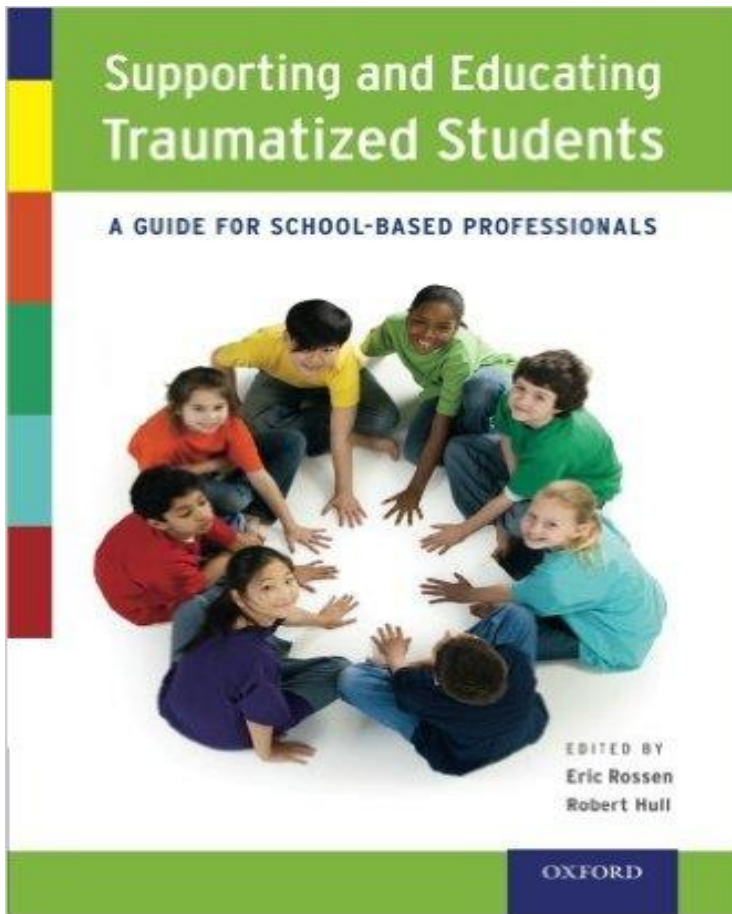
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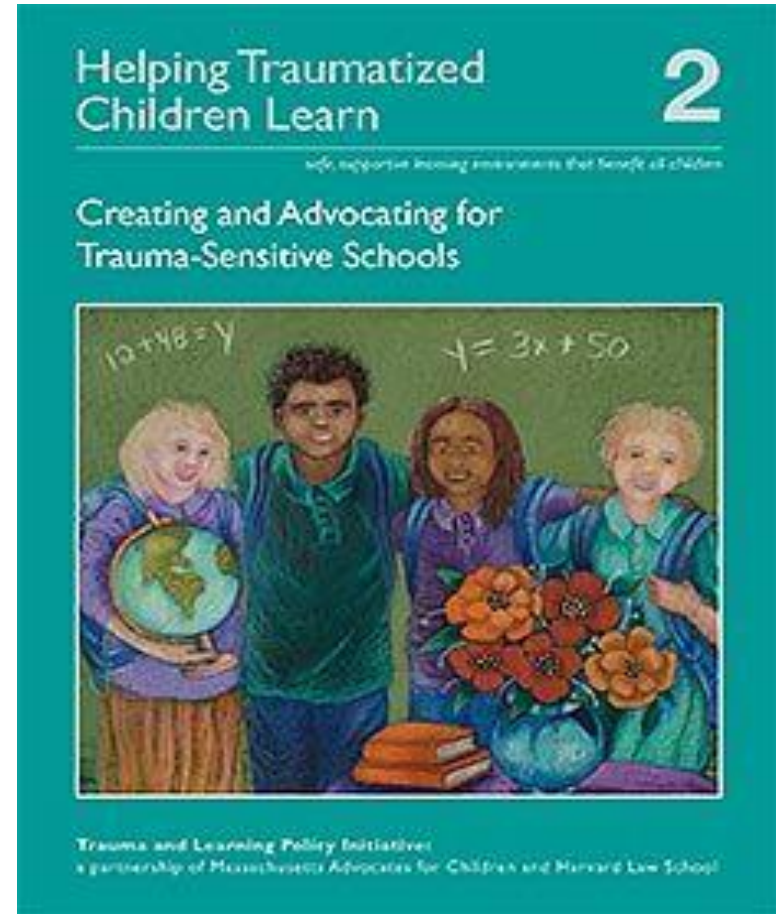
Creating Trauma-Informed Schools

Chafoulesas et al. (in preparation)

Creating Capacity for Trauma-Informed Schools

- Technical support for school/district administrators
  - Organizational competencies and supporting infrastructure
  - Ability to engage in data-based decision making for system-wide adoption & monitoring of trauma-informed approaches.
- Pre-service training for mental health service providers
  - Greatest challenge to trauma-informed service delivery models is the lack of professionals who have the expertise to provide trauma-specific treatment services to children exposed to trauma (U.S. Attorney General, 2013)
- The development and adoption of trauma competencies alongside the larger competency movement in psychology holds great potential to advance our ability to identify and systematically assess core competency benchmarks in trauma-focused practice (Cook & Newman, 2014; Chafoulesas et al. in preparation)

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Utilizing Community Mental Health Professionals

Considerations:

- Verify credentials – ensure they have expertise to work with school-aged youth; crisis intervention experience

- They work along side (they *do not replace)* school mental health professionals

- Establish MOU's that clearly identify roles

- Identify referral process for community services

- Grow network of school and community professionals trained in same model (e.g. PREP<u>a</u>RE)

Psychological Recovery: Building a New Normal

Tabletop Exercise

Module 5

Handouts

- Scenario
- Church
- High School
- Movie Theatre

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Why All This Work?

To Make All the Difference

- Options

- Flexibility

- Presence

- Problem Solving

- Return to "Normal"

Ready to Help

Plans and Practice

- Calm
- Confidence
- Comfort
- Resiliency
- Recovery

Bring Hope and Healing

Reunification Resources

Safe and Sound Schools

www.safeandsoundschools.org

- School Safety Improvement
  - Model
  - Toolkits
- Resources
- Subject Matter Experts
- Speakers
- Join the Community
  - Newsletter
  - Blog
  - FaceBook, Twitter, Instagram

Straight A Safety Improvement:
The Model and Toolkits

PREP<u>a</u>RE Workshops 1 and 2

Workshop 1: Crisis Prevention and Preparedness - Comprehensive School Safety Planning

- 6.5 contact hours

- developing, exercising, and evaluating safety/crisis teams and plans according to ICS; development of functional annexes; integrating school and community crisis personnel; media, social media, technology, students with special needs, culture, and memorials

- training reinforces improved school climate, student behavior and academic functioning, student resilience, and school staff crisis response capabilities

Workshop 2: Crisis Intervention and Recovery - The Roles of the School-Based Mental Health Professionals

- 13 contact hours

- prevent and prepare for psychological trauma, reaffirm physical health and perceptions of safety and security, evaluate psychological trauma and conduct psychological triage, respond to psychological needs utilizing a multi-tiered approach, examine the effectiveness of school crisis intervention and recovery efforts

- **WS1 & WS2: Training of Trainers (ToT) workshops**

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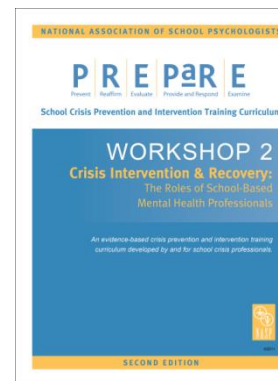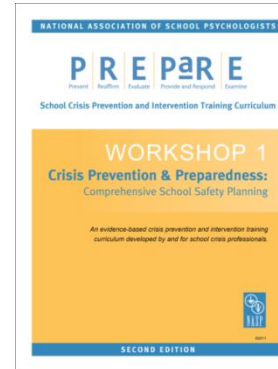
PREP**a**RE Crisis Prevention & Intervention Curriculum

- Workshop Descriptions & Target Audiences
- Program Evaluation Data
- Upcoming Trainings
- List of Local Trainers
- FAQs
- Etc.

http://www.nasponline.org/prepare/index.aspx

*School Crisis Prevention and Intervention: The PREP**a**RE model. 2nd Edition*

Bethesda, MD: National Association of School Psychologists.

(estimated publication date May 2016)

http://www.nasponline.org/resources-and-publications/books-and-products

Weblinks

- **U.S. Department of Education**, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, *Guide for Developing High-Quality School Emergency Operations Plans*, Washington, DC, 2013

  - http://rems.ed.gov/docs/rems_k-12_guide_508.pdf

- **Every Student Succeeds Act**: http://www.ed.gov/essa?src=rn

- **I Love U Guys Sample Plans**

  - http://iloveuguys.org/srm

- **National Association of School Psychologists – crisis resources**

  - www.nasponline.org

- **A Framework for Safe and Successful Schools**

  - https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/a-framework-for-safe-and-successful-schools